DOCUMENT RESUME

ED 068 021 HE 003 462

AUTHOR Sweet, David E.
TITLE Minnesota Metropolitan State College: A New Institution for New Students.
PUB DATE 21 Jul 72
NOTE 40p.; Paper presented at the 21st Annual Southern Regional Educational Board Legislative Work Conference, New Orleans, July 21, 1972

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Faculty; *Curriculum Development; *Educational Improvement; *Educational Innovation; *Higher Education; Innovation; *Upper Division Colleges; Urban Education

ABSTRACT

Minnesota Metropolitan State College has recently been established as one of the few upper level colleges (colleges offering only junior, senior and graduate level courses) in the U.S. Just about every aspect of MMSC is unique. (1) Planning and operation of the institution have been simultaneous from the outset. (2) There is only 1 main coordinating center for the college with classes being held everywhere from museums to the streets. (3) The average age student at MMSC is 33. (4) Credit is given and accepted at MMSC for life experiences other than formal courses. (5) A majority of the faculty are persons in the metropolitan community who work full-time at jobs other than teaching, and minimal emphasis is put on academic credentials and teaching experience. (6) Degrees and other credentials are awarded on the basis of demonstrated competence rather than on the basis of grades and papers. (7) The curriculum is urban oriented and students are allowed to design their own programs of study within this framework. (8) All students, faculty, staff and administrators participate in college governance through the College Assembly. (HS)

ED 068021

Minnesota Metropolitan State College: A New Institution for New Students

By David E. Sweet, President
Minnesota Metropolitan State College

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Historical Background

Minnesota Metropolitan State College is a new institution. In May - June 1971 the college was authorized by the Minnesota Legislature, approved by the Governor, and established by the Minnesota State College Board, which appointed the president in late June. Between June 1971 and February 1972 a small group of college officers and faculty developed the plans and procedures for what Sidney Marland, U. S. Commissioner of Education, recently termed "one of the most flexible and potentially useful of all the schemes for alternative educational enterprises that have surfaced in the reform debate." Since February of this year, the college has been admitting approximately 50 new students per month. Beginning in August, we will increase our enrollment by 65 to 75 students per month. At the end of our first full academic-fiscal year, on June 30, 1973, we will have an enrollment of approximately 1,000 students.

MMSC has many characteristics which distinguish it from other colleges and universities in the United States. In this paper, I attempt to explain these characteristics and identify some of the problems associated with them.

A paper prepared for the 21st Annual Southern Regional Educational Board Legislative Work Conference July 21, 1972, New Orleans, Louisiana.

HE 003462

FILMED FROM BEST AVAILABLE COPY

In addition, I have set forth reasons which lead those of us associated with the college to believe that the college is a model worth emulating in other states.

Before presenting these descriptive materials, however, let me provide this audience with a minimum statement of the legislative background of the institution. When Dr. G. Theodore Mitau became Chancellor of the Minnesota State College System in 1968, he urged the State College Board to include in its 1969 legislative program a request for the establishment of a seventh state college to be located in the seven county Minneapolis-St. Paul metropolitan area. This area includes approximately one-half of the total population of the state of Minnesota. The Chancellor indicated that the new college should be an experimental institution. He recommended that it be an upper-level college, providing the last two years of four-year bachelor's degree programs and one master's degree programs. In this way the college would complement the six state-supported junior colleges in the metropolitan area. In addition to these six junior colleges, the metropolitan area also includes the major branch of the University of Minnesota, a branch which enrolls approximately 35,000 students. The metropolitan area also includes several private, liberal arts colleges and universities.

The 1969 Legislature referred the proposal for the establishment of the college to the Higher Education Coordinating Commission for study and evaluation. At that time the Commission consisted of eighteen members and was served by an executive director and several dozen other staff members. Eight of the members were citizens, one from each congressional district. The other ten represented the state's five systems of post-secondary education: two presidents representing the private colleges and universities;

the president of the University of Minnesota and a member of the University's Board of Regents; the Chancellor of the State College System and a member of the State College Board; the Chancellor of the State Junior College System and a member of that System's Board; and the Commissioner of Education, who is responsible for the State's Vocational-Technical Schools that are associated with local school districts, and a member of the State Board of Education.

Between the end of the legislative session in the summer of 1969 and the beginning of the legislative session in January 1971, the Commission and its staff examined a number of issues referred to it by the Legislature, including the question of whether or not a seventh state college should be established in the metropolitan area. As can readily be imagined, with the large number of "system" representatives on the Commission, these issues were not examined dispassionately. There was intensive lobbying and log-rolling by these representatives. Ultimately the Commission recommended that the Legislature fund the seventh state college. (Subsequently the ten system representatives were replaced on the Commission by five citizens at-large.)

Meanwhile, in part as the result of the urging of Chancellor Mitau, the Citizens League, a local citizens organization which has studied and made recommendations on a number of major issues effecting the metropolitan area, reviewed the issues surrounding the possibility of the establishment of a seventh state college. The League has been quite effective in advancing ideas which it supported. It issued a favorable report about the proposed college in March 1971 -- the midpoint of the 1971 regular legislative session. The Chancellor and the Board also organized a Citizens Advisory Committee to promote support for the college during the legislative session. They had also rallied about a dozen key legislators to the college.

Legislation authorizing the establishment of the new college was considered by the Senate Higher Education Committee, the House Higher Education Committee, the Senate Finance Committee, and the House Appropriations Committee. The Senate Higher Education Committee acted favorably on the legislation, referring it to the Senate Finance Committee for inclusion in the Higher Education Appropriations Bill. The House Higher Education Committee, however, by the narrowest possible margin, voted to refer the proposal to the House Appropriations Committee without recommendation. When the Higher Education appropriation bills were reported by the two committees to their respective houses, neither appropriations bill carried any reference to an appropriation for the establishment of the seventh state college. And when the two bills were passed by the respective houses, no amendment referring to the college was added. Nonetheless, the conference committee appointed to reconcile differences between the two appropriation bills did add a rider in the last days of the legislative session which appropriated to the State College Board $300,000 for planning and operating what was referred to as a "state college center" in the metropolitan area. This $300,000 was the total amount provided by the state for carrying on both functions: planning and operating a new college. The addition of this rider to the Higher Education Appropriation Act caused considerable controversy in the House, particularly among younger representatives who saw it as an example of the "old politics" even though they were not opposed to the college. The Senate on the other hand approved the idea without dissent.

Because the regular session of the Legislature adjourned without enacting a revenue bill, the Governor hesitated to sign the Appropriations bills.

More specifically, after he had decided to sign all of the other appropriations bills, he indicated that he might not sign the higher education appropriations bill. At almost the last possible moment, however, and after an intensive effort by Chancellor Mitau and members of the State College Board, the Governor did sign the higher education appropriations bill in early June 1971. Thus Minnesota Metropolitan State College was authorized.

As noted, the State College Board in late June, appointed as the founding president of the college an individual who had served as Vice Chancellor for Academic Affairs in the State College System. In that position, he had been involved in the early planning for the college.

In appropriating only $300,000 to plan and operate the college, the Legislature made it clear that it expected the new college to function without a central campus in the traditional sense of the term. Both the Chancellor and the Citizens League report had made the point that the new college could and should utilize existing under- and un-utilized facilities and resources throughout the seven-county metropolitan area. This became one of the earliest salient characteristics of the college.

The second major characteristic of the college which emerged from its legislative history was the mandate to plan and operate the college virtually simultaneously. As we reflected on this charge, it seemed to us that the Legislature, picking up an idea advanced by the Chancellor and the Citizens League, was suggesting that planning and operating were mutually reinforcing activities. I am sure most of us are familiar with colleges and universities which have had long "lead times" for planning prior to operation. In some instances, well developed plans have been

badly mangled when they encountered the realities of operation. In the slightly more than one year that we have attempted to carry on planning and operations for MMSC, we have indeed discovered that planning and operating can be mutually reinforcing.

Those of us associated with the institution would endorse this approach. It has meant that MMSC has about it an aura of tangibility often missing from other, "more-planned" institutions. In order for this approach to succeed, however, we are also convinced that the individuals involved must be prepared and willing to accept major modifications in their behavior and vocabulary throughout the early phases of the institution's functioning. If planning and operation are to be mutually reinforcing, operations may be modified quickly by changes in plans. Frequently such changes involve changes in behavior and changes in language. Individuals who are uncomfortable with rapid turnover simply can not function in an institution which plans and operates simultaneously.

It is also clear to us that in the short run attempting to plan and operate simultaneously involves less than the most efficient and effective use of fiscal and other resources. This is not to say that money is wasted. It simply means that even wise and responsible officials will make some mistakes. Not every expenditure of effort and funds will produce a maximum return. This happens even in institutions in which planning precedes operating, but particularly in small matters it is most apt to happen in an institution which is planned and operated almost simultaneously.

The most obvious advantage of planning and operating the institution simultaneously is the fact that MMSC was able to accept its first students in less than eight months after the president was appointed. Consequently we have begun to serve the population we were authorized to serve much

faster than most colleges and universities. We are already meeting significant educational needs in the Twin Cities metropolitan area. There has been an almost immediate return to citizens in the form of services offered for tax dollars collected.

Finances

Given the size of the legislative appropriation for MMSC, a major expenditure of time and effort on the part of the college officers has been devoted to securing additional funds from other sources. We early projected that we would enroll 500-1,000 students during the 1971-73 fiscal-academic years. We have estimated that this would take between 1.2 and 1.3 million dollars. We estimated that we would generate tuition income in addition to the legislative appropriation totaling approximately $250,000. The appropriation and tuition income total approximately $500,000, leaving a balance of $700,000 to $800,000 which the college needed and which college officers had to raise from public and private resources.

Initially we hoped to secure "planning" funds from such sources. We quickly discovered, however, that in order to secure additional support we would have to develop more specific plans. It was a classic chicken-egg dilemma. Without additional funds we could not secure additional personnel to help us plan. Without plans we could not secure additional funds to secure additional personnel to make additional plans. The dilemma was resolved by the President and Vice President generating the initial detailed plan, Prospectus II, which has served as the basic grant-securing document and guide to our initial operations.

The college almost immediately received a grant of almost $51,000 from a prominent local foundation, the Hill Family Foundation. Shortly after the President was appointed he and the Chancellor visited with Elliot Richardson, Secretary of the Department of Health, Education, and Welfare, and Sidney Marland, United States Commissioner of Education. Both expressed

keen interest in the college and indicated that they would do everything they could to make available resources from the Office of Education. Their effort resulted in two grants totaling approximately $150,000. Perhaps the most significant breakthrough came when the Carnegie Corporation granted us $213,500 in early December 1971. Not only did this grant provide much needed "unrestricted" money, but it also served to notify the academic community and our constituencies in Minnesota, that the college's initial plans and staff were proceeding on an acceptable course. Subsequently another local foundation, the Bush Foundation, made available $40,000 to the college. Various other state and federal agencies have made available other amounts of money. We have also been helped by staff whom we acquired through federal Emergency Employment Act funds.

In our first fiscal-academic year we estimated that we spent approximately $370,000. We finished the year on June 30 with a small balance. Earlier this month we submitted an operating budget to the State College Board which shows that we will expend something over $900,000 during the current fiscal-academic year and will finish the year with a solid balance.

We have also developed the first draft of a proposed budget for the 1973-75 biennium. Although that proposal is still subject to major modifications as we become more knowledgeable about our institution, we currently estimate that we will request a total of 6.3 million dollars in appropriations and tuition income for the 1973-1975 biennium. With this amount of money, we will move our total enrollment from 1,000 full-time equivalent students to 3,400 full-time equivalent students by the end of our second biennium. We will be serving these students at a cost per student of $1,467 during the 1973-74 fiscal-academic year and a total cost

of $1,386 during the 1974-75 fiscal-academic year, for an average during the biennium of $1,427 per student.

It is important to note, incidently, that the college operates at full strength throughout the year. Thus the per year costs cited above are per 12-month-year not per 9-month-year. These per year, per student expenditures compare with per student expenditures of $1,560 in the lowest cost state college and $1,592 in the highest cost state college in the Minnesota State College System. It is important, too, to note that we are projecting per student cost for the 1973-74 and 1974-75 academic-fiscal years. The figures for the other colleges refer to the 1970-71 fiscal-academic years, the last years for which such figures are available. Without question, the per student cost in the other state colleges will be significantly higher than the figures quoted when comparisons are made for the same years. In short, doing education the way MMSC is doing it can and should represent a significant savings to the taxpayer. Needless to say, this fact has not necessarily made our way of doing education popular with or acceptable to our colleagues in other institutions of higher education. But if the Carnegie Commission is correct in pointing out that education has received more than its share of the gross national product, then all of us had best be looking for ways in which costs can be significantly reduced. MMSC is an upper-level institution. That is, we are providing the equivalent of the junior and senior years of a conventional bachelor's degree program. Institutions of higher education usually contend that the last two years of undergraduate work are more expensive than the first two years. The comparison which I have made between costs at MMSC and costs at the other institutions are comparisons in which the the other institutions include all four years.

Physical Facilities

I have already noted that the legislature intended that MMSC would not have a central campus in the conventional sense of the term. It can be accurately stated that the college uses the entire Twin Cities metropolitan area as its campus. The only permanent space which we occupy is a coordinating center located in downtown St. Paul on the second floor above a Walgreen Drugstore. We have leased approximately 13,000 square feet for less than $3 per square foot. All our full-time staff has office space in this center. We intend to maintain this degree of centralization. Given the open, decentralized nature of the institution, which is spread across a seven-county area, we feel that this much centralization will contribute to better communications.

Beyond the coordinating center, however, we use facilities available and throughout the metropolitan area -- public libraries, museums, churches, schools, studios, homes, parks, shops, factories, banks, government buildings, and even the streets. Our campus is wherever there are people and the possibility of an environment conducive to learning. Many of the facilities we use are presently under-utilized. We are especially eager to share facilities with other organizations and institutions. This concept of sharing and interacting with the metropolitan area and its constituent elements is central to our concept of education.

We have found during the past nine months that the lack of a campus has a number of advantages, not the least of which is that it enables us to teach students how to utilize the facilities of the cities rather than become dependent upon specialized facilities created by the college for the exclusive use of the students. It eliminates expensive duplication of effort. Since our students are metropolitan residents and citizens, they

are entitled to use public metropolitan facilities without cost. And the state has not had to build expensive educational facilities just for college student use.

Libraries provide an illustration. The college does not have a library of its own. Rather, we teach students how to use public libraries throughout the metropolitan area, as well as special and private libraries with which the college has negotiated working agreements. The college is developing a formal agreement with a major private library, the staff of which will serve as educational resource persons for the college. In addition, this library will represent the college in discussions with all other Twin Cities area libraries. It will develop special collections for the use of our students and faculty and will aid the college staff in exploring the utilization of other learning resources, including computers and the electronic communications media. What we have unearthed, in other words, is an under-utilized private library seeking a constituency which it can serve. How tragic it would have been for MMSC in these circumstances to have sought to create another college library.

To the extent that the college has had need of other facilities for group learning experiences, it has been possible to negotiate agreements with churches, business organizations, public and private schools, and community service agencies. These resources cost the college very little. Churches alone, with their educational plants unused five or six days a week represent a vast resource for a college like MMSC. In addition we have been warmly received by such organizations as the St. Paul Arts and Science Center, which includes an art museum, science museum, a theatre, an auditorium, a professional orchestra, and excellent meeting facilities; the Minneapolis Institute of Art; the Minnesota Museum of Art; St. Paul Civic Center; and other institutions of higher education.

It is our conviction that colleges tend to teach students to be dependent upon the college instead of teaching them how to function as effective members of the community as a whole. When students leave college, some are mental and emotional cripples, unable to relate to the real world around them. In part this may account for the excessively long time some students take to finish their formal education, and their inability to break away from the campus even after their formal education is completed. The goal of MMSC, on the other hand, is to offer an education which teaches students how to make cities work -- not how to make colleges work. Urban life at its best can be the most civilized life for man, but at its worst urban life is debilitating and destructive to man. A factor in the breakdown of American cities may be the isolation of higher education from the cities and the failure of higher education to teach students how to function in the cities. And in part this failure may be the result of the fact that faculties have isolated themselves from the cities on campuses remote from the day-to-day problems of those who must make the cities function. Without a campus, and, as noted below, with the faculty drawn directly from the cities, MMSC provides the students with a new appreciation of urban life -- not as it too often is, but as it can become. The function of the college is not to create a college community, but to support the creation of a total community where all citizens can live a good life.

The Students

MMSC designed its educational programs and procedures to meet the needs of the following students:

*Adults who have dropped out of college but who have the potential and desire to complete a degree.

*Adults who have acquired the equivalent of the first two years of college through work or other experiences, including military services.

*Adults who require collegiate level training to meet their personal or professional goals in coping with the technological demands of the changing economy.

*Adults who transfer from junior colleges.

*Adults who have completed post-secondary courses in vocational-technical schools.

*Adults who have unique higher educational needs which have not been met by other institutions.

The college is particularly interested in serving those individuals who chose, or were compelled by circumstances, to forego a college education at the time of their leaving high school. We believe such persons should have an opportunity to earn a bachelor's degree later in life in an institution designed specifically to meet their needs and accommodate to their life situation, which typically includes either holding full-time jobs or having responsibility for maintaining homes and raising children or both.

In 1970, the seven-county metropolitan area had a total population of 1.9 million. Of this number, approximately 960,000 were over 25. Of those over 25, approximately 820,000 did not have college degrees. Of the number

who did not have a college degree, over 130,000 had some work toward a college degree.

MMSC is predicated on the assumption that a substantial proportion of these individuals -- persons over 25 without college degrees -- will personally profit from a college education and also on the assumption society as a whole, and the metropolitan area in particular, will benefit significantly from their obtaining that additional education, whether such education culminates in a degree or not. Stated negatively, we reject the propositions that only those who are recent high school graduates between the ages of 18 and 22 deserve an opportunity for a college education and that all colleges must be designed and conducted in a way to accommodate only the needs of such students. It is appropriate, we believe to increase higher education options so that adults may take this step later in life. These adults often profit most from higher education. They have had the opportunity to mature their views and gain a sense of direction. Certainly the experience with returning veterans as students points out the desirability of persons having the opportunity to obtain higher education after having experienced reality outside educational institutions. They are better students and tend to use educational opportunities more efficiently and effectively.

MMSC is also committed to meeting the special needs of those women whose education has been interrupted by marriage and children. These women have been too long neglected by colleges which have assumed that their education was a waste of the institution's time and resources. The college seeks to serve the economically poor who are unable to afford a college education. It seeks to serve them not simply by making the education affordable -- many institutions attempt to do this. It also seeks to make education available in a form and in an environment which the poor do not find hostile. It is generally recognized that colleges

and universities are middle-class institutions in which the poor -- both the working and unemployed poor -- are neither comfortable nor successful. The educational failure of such persons, it has been demonstrated repeatedly -- has nothing to do with intellectual capacity. It has much to do with the traditional college's lack of empathetic awareness of the needs of students from backgrounds outside the mainstream of higher education.

The college also serves those holding jobs with ceilings above which they can not rise because of educational deficiency. It is serving those who started their career with non-academic, on-the-job training or vocational education, and who now desire to enrich their lives or their work with collegiate education. The college is also serving those whose previous education has not adequately prepared them to cope with the changing job market in which they find themselves -- i.e., those in occupations in danger of becoming obsolete.

Because of the availability of lower division educational opportunities in the six metropolitan area junior colleges and the several metropolitan area vocational-technical schools, MMSC is primarily an upper-level institution, providing its undergraduate students with the equivalent of the last two years of a four-year bachelor's degree program. Most of those who have entered the college have had prior experience in post-secondary education, either in junior colleges or in four-year institutions. A large number who have sought admission, however, have not had such education. When appropriate, these applicants have been counseled to complete the first half of a baccalaureate degree in an institution offering lower division education.

On the other hand, the college has also responded positively to such of those applicants who demonstrate that they have obtained the equivalent of the first two years of college outside formally accredited institutions in a variety of structured and unstructured settings. For such individuals the college accommodates and certifies their educational equivalencies and incorporates them into the degree requirements of the student. The college stands willing to extend this principal to the possibility of awarding a degree to an individual who has achieved the equivalent of a bachelor's degree without ever participating in any college program. In short, for purposes of both admissions and graduation students are assessed to determine skills and knowledge, attitudes and values, and understanding -- without imposing limitations as to when, where, how, and from whom such learning has been occasioned.

Because we knew we could accommodate less than 1,000 students, the college has not yet undertaken any major student recruitment effort. We have relied almost exclusively upon newspaper coverage of our opening and word-of-mouth to inform students about our existence. Since the announcement of the establishment of the college, we have received over 2,500 inquiries relative to admissions. The number of inquiries averages about 75 per week. Approximately one-half of these people have been provided admission application forms. To date, over 600 such admission forms have been returned. We have admitted over 300 students, 60% of whom are men and 40% of whom are women. Their average age is 33, with a range from 19 to 69. About 65% of the students work full-time and many others have full-time commitments to families. Slightly over 10% of the students were admitted on an equivalency basis, i.e., they did not have two years of college but had achieved the equivalent of that much education through a variety of methods.

Faculty, Officers, and Staff

Currently MMSC employs approximately 35 persons on a full-time basis. Twenty-five of these individuals are professional academic staff members, both teachers and administrators. The remaining are support personnel. Ten of the professional academicians hold an earned doctorate. All are richly experienced and well-educated. They are familiar with the demands of non-traditional education.

From the beginning, the college planned that a major portion of its faculty would consist of persons drawn from the metropolitan community who have full-time responsibilities unconnected with MMSC. Such persons, whom we have come to call "community faculty," are individuals who have lived and worked successfully in non-academic settings throughout the Twin Cities. Some have advanced academic credentials and teaching experience. Most do not. They have a demonstrated capacity both to learn and to apply what they know -- qualities sought by our students.

In building our faculty and staff, we have sought individuals who have knowledge, experience, insights, values, and a commitment to which students respond. Conventional academic credentials are of limited importance. We require that faculty members share the assumptions on which the institution is built, have competency for preparing students for urban living, and have a commitment and capacity to teach the kind of students who enroll in the college.

In the interaction between the full-time faculty and the community faculty, some of the walls which typically surround an institution of higher education may be lowered if not completely done away with. Students instead of being exposed exclusively to a faculty whose members have

devoted all of their adult years to academic life are exposed to a faculty largely made up of individuals who currently live and work successfully in the kinds of settings in which most of the students will be functioning for the rest of their lives.

The college has not engaged in any specific recruiting program for community faculty members. As a result of the publicity about the college in various news media and public speeches by staff members, the college received responses from people throughout the metropolitan area expressing interest in working with MMSC as community faculty members. During the past twelve months, over 800 persons inquired about community faculty positions at MMSC. Of this number, over half made formal applications. This group includes persons from the metropolitan area who are for the most part already employed. They represent a diversity of occupations and backgrounds, ethnic and racial groups, socio-economic levels, and both sexes. Approximately 300 of them are completing or have completed the orientation program developed to provide them with specific information about the philosophy, operational policies, and educational programs of the college. During the orientation program we also provide them with an opportunity to meet with full-time staff members and students, discuss the role of community faculty, discuss innovative educational strategies which can be utilized in working with our student body, and participate in practice teaching experiences. They work with a few students in developing their educational programs under the leadership of a full-time faculty member or provide specific learning experiences to help a few students develop a specific set of competencies.

Community faculty members who complete the established orientation program are placed in a pool of faculty resources. Whenever a student

has need for a particular faculty member's services, that faculty member is employed and paid a salary correlated to that of a full-time faculty member. Community faculty members are paid not for time and effort expended in teaching students but for the competencies which students actually acquire under their tutelage. Such faculty members do not have contracts with the college for stated dollar amounts. On the other hand, they are full members of the faculty -- not as adjunct professors. They participate fully in college decision making. This includes participation in the evaluation of one another and of the full-time faculty and administrative officers. They also participate fully in setting the curriculum and in establishing the criteria for the awarding of degrees. In short, one of the most effective ways which we have provided for community participation in the college is through service on the community faculty.

The principal officers of the college are the President; the Vice President and Dean of the College, who is the chief academic officer; the Secretary, who is the college's chief community relations officer; the Treasurer, who is the college's chief administrative services, budget and finance officer. Working with the Vice President are four other academic officers. The Assistant Vice President is the chief academic personnel officer. He is responsible for recruiting and training all faculty members, including community faculty members. The Dean of Learning Development is responsible for the content of education at MMSC. The Senior Advisor is responsible for the relationship between the college and its students, as that relationship is outlined below. And the Director of Admissions and Orientation is responsible for admitting students to the college and conducting the three-week orientation program described below. There are no traditional academic departments. And the college is not divided into schools. Rather, as outlined below, the curriculum is highly individualized so that conventional academic structure is not needed.

Both women and minority groups are heavily represented in the college faculty, administration, and staff. We have consciously solicited application from these groups. Of the five academic officers, two are women and two are black. The Vice President is part Indian. One of the four principal officers of the college, the Treasurer, is a woman. So is her principal assistant and the head of one of the divisions reporting to her.

In translating the idea of a community faculty into reality, we have encountered some problems. First, a large number of people have come forward -- more than we can use. In fact, at present we have more community faculty members than we have students. This has caused some frustration when community faculty, all of whom are eager to participate in the college, find that they are not called upon to teach. Second, a number of those who have come forward are unsuitable. Unfortunately several of the latter are major elements in the life of the metropolitan area. We decided early, therefore, not to screen out such applicants but rather to provide them an orientation program, make their qualifications or lack thereof known to students, and let students determine which faculty members they would utilize. Since none of the community faculty members is paid until he has actually transmitted knowledge (or competence, as we refer to it) to students, we have no obligation to such faculty members beyond making them known to students. Third, in the absence of a central campus it can be quite difficult to maintain good lines of communication with community faculty members.

It is our considered judgement, however, that in utilizing the community faculty we have made a significant breakthrough for the education of our students. We are exposing them to experienced men and women whose lives more closely approximate the lives of our students than do conventional faculty members. At the same time, we are enriching our full-time faculty

by providing them with an opportunity to test their knowledge against the insights of those who must function in a non-educational environment. And we have greatly enriched the lives of our community faculty members. Many of them have decided to become students after first approaching the college to teach. Most especially, we have a large group of well-informed individuals throughout the metropolitan area who can speak authoritatively about and on behalf of MMSC and higher education generally.

Basic Educational Commitments

At MMSC three basic commitments are central to our concept of education. First, students are admitted to the college and awarded degrees or certificates on the basis of demonstrated competence and not on the basis of grades, credit hours, or courses taken. Second, the education offered is explicitly "pro city" -- i.e., urban-oriented. Third, each student is principal architect of his own education. Admittedly these commitments exist in some tension with one another. Jointly they constitute the essence of our approach to education.

By the term "competence" we mean the combination of skill or knowledge (both mental and motor skills are included), understanding, and attitudes or values. It may help to conceptualize this term competence by means of the game of golf. An individual may have the motor skill to raise a thin stick with a bulge on the end of it and swing it down accurately to hit a small white pellet, driving the pellet far and straight down a grassy field. He has that motor skill. We do not call him a golfer, however, unless he understands what he is doing and why he is doing it. But even when he has the skill and understanding, one does not say that he is a competent golfer unless he has what is called, for lack of a better term a "golfer's attitude." If he thinks using a thin stick to hit a small white pellet straight and far down a grassy field is a waste of time, he is not likely to be a golfer.

We apply this analogy to education. We hold that the point of participating in formal institutions of education is to acquire knowledge and understanding and the values and attitudes which enable and compel one to use the knowledge and understanding acquired.

We begin by proposing to students that they need competence in five broad areas. The first of these competencies is basic learning and communication. A student should be able to demonstrate skills, understandings, and attitudes relative to learning itself. He should be able to show that he understands what it means to learn and that he can utilize the method of inquiry, communication skills, and critical and analytical skills. He must have a capacity for identifying issues and recognizing relationships and a generally positive posture in reference to the value and satisfaction of learning. He should be able to read, speak, write, listen, and compute.

The second competency area we call civic involvement. This includes not only the political, but also the economic, social, religious, cultural, etc. Most men live in communities. Decisions which are made by these communities effect these individuals, shape them. We believe that formal institutions of education should assist individuals in becoming self-governing. To that end they must teach individuals to participate effectively in the community, in the making of community decisions of all kinds. This requires skill. It requires understanding. Above all, it requires an attitude that holds participation in decison-making to be worthwhile. One of the failures of education is that educators often have taught civic skills and understanding, while convincing students (often implicitly) that it was acceptable to opt out of participating, not using the skills and understanding which they have been taught.

At the undergraduate level MMSC is essentially a liberal arts college. But we believe that no one should be granted a bachelor's degree who does not have competence in a vocation, a profession, or a career. It is essential that citizens have the skills necessary to be useful and productive persons, not only to insure their economic independence but

also for reasons of self-esteem and satisfaction. In no major social system in the 20th century will individuals receive a share of the goods and services produced unless in some way such individuals contribute to the production or distribution of those goods and services. In other words, individuals must be able to function in the economic market place. Optimally an educated person has the ability for occupational mobility and the learning skills for changes in an ever-increasing instability in the job market. We do not require that students have "college-level" vocations. They may be mechanics or plumbers, as well as teachers, doctors, or businessmen. Some students come to us not yet committed to any vocation. These we help explore and chooseamong the options. Others have a commitment to learning "for its own sake." We try to help them to understand that while it is possible for some few people to function in contemporary America on the basis of learning for its own sake, most can not. We try to help them appreciate the realities of the world as they will find it and equip them to function in that world. To us this means that they must be able to obtain and hold a job or function on a self-employed basis.

One of the values of our community faculty is that the members of that faculty often illustrate in their lives a commitment to pure learning which has been coupled with a capacity for fitting into the contemporary economy. For this reason we do not seek community faculty members exclusively for what they can contribute to the vocational competence of our students. We also seek community faculty members who have other kinds of learning to share.

The fourth competency area embraces leisure and recreation. In addition to being learners and communicators, citizens, and workers, men and women must "recreate" themselves. Individuals must learn to use

wisely what has become -- at least in America -- an increased amount of leisure time. Such competence embraces the ability to distinguish between activities which deplete and activities which renew and restore. And it is our conviction that it must transcend spectating and include direct participation in both physical and mental challenges and challenges to one's esthetic sensibilities as well. And competence in this area includes the capacity to develop a continually-evolving set of skills, understanding, and attitudes -- life-long leisure and recreational competencies.

The fifth competency area we refer to as personal growth and assessment, or maturation. We believe that an educated person is one who is developing a sense of identity as a person of competence and skill. This sense of identity includes his relationship with others, his awareness and understanding of his environment, and his personal security as a productive and valued citizen. One who is educated has an appreciation of complexity and a tolerance for ambiguity without resorting to simplistic answers. He has the capacity to set goals for himself, to modify the goals in light of changed circumstances, to develop strategies for achieving goals, and to relate to others as human beings.

These five competency areas are not mutually exclusive. In fact they are only conceptually distinct. Each overlaps the other. Neither are they courses of study. They are, rather, educational goals. A person who is competent in all five areas is, we believe, genuinely and liberally educated.

The College's commitment to competency based education is supplemented by its commitment to the city. It has been said that contemporary colleges and universities are fundamentally anti-city. According to this view

academic communities develop values, life styles, attitudes, which reject those of society generally. Students are taught to relate positively to academic values and negatively to the values of the larger community, which today is heavily urbanized. MMSC is "pro-city." The education of students focuses on the needs of the city and on giving students an understanding on how to live and function successfully in large urban areas.

As noted above, the commitments to competency-based and urban oriented education exist in some tension with the third fundamental commitment. In taking the position that the student must be the principal architect of his education, the College does not treat the competency areas and the urban commitments as requirements. We ask each student to confront the competency areas and the urban commitment in a dialog with his advisor, other faculty members, and other students. If in the course of such confrontation and dialog the student concludes that this concept of education is not pertinent to his goals and aspirations, then with the active support of his advisor he works out an educational plan which is pertinent and meaningful. The College holds that it is the student's education and his life. He must bear responsibility for that education and have an authority over it commensurate with his responsibility for it.

In taking this position, we recognize two related facts. First, very little in the student's prior experience with educational institutions prepares him for accepting responsibility for his own education. On the contrary, previous educational experience will likely convince him that it is someone else's responsibility to tell him what he must do to be "educated." The College must, therefore, teach most -- if not all -- of the students how to design and secure their own education.

Second, a college exists to provide each student with intimate and meaningful contact with those who know more than he knows about the things he wants to learn. For this reason the College and particularly its faculty do not simply accept as valid any and all educational goals and methods posited by students. The faculty must analyze student educational goals and methods, pointing out in them that which is fallacious, inconsistant, meaningless, or contrary either to the student's or society's best interests. A faculty member performs this function at MMSC, however, not by imposing his will upon students, but by providing students with desirable alternatives and by treating the making of basic decisions about educational goals and methods as fundamental components of teaching-learning relationships between the instructor and students. Thus a faculty member must use his expertise and experience not to impose educational goals and methods on a student but to teach educational goals and methods. The College also opposes attempts by students (individually or collectively) to impose their educational values on other students.

The question sometimes arises as to whether or not students will take advantage of their responsibility for and authority over their education to obtain a degree with a minimum of effort and learning. Our experience with students currently enrolled convinces us that once that they have come to understand that they, and they alone, are responsible for their own education and that the educational process is not a game in which the object is to outwit faculty members and subvert externally imposed requirements, they become very serious about their educational objectives and about acquiring competencies in which they have a genuine interest and which represent high levels of academic achievement.

A second factor is also at work. The College plays no games with students. Our objective is to record accurately the competencies with which the student enters and the degree of competency acquired during the time he is enrolled. This is not done by means of a transcript consisting of cryptic course titles followed by letter grades. The transcript which we develop for students is a narrative transcript. It is a comprehensive description of a student's abilities incorporating evaluations of him by all faculty members with whom he has worked and incorporating a comprehensive final assessment of him at the hands of a final assessment committee structured individually for him. It includes the results of all the assessments of him which occur during his association with the College, including the results of standardized tests, interviews, oral examinations, papers, etc. In short, we propose to be able to report for each of our students a complete picture of what he knows, what he can do, what he has done, what his objectives were in working at MMSC, how he achieved those objectives, and at what level of competence.

The Educational Format

To implement the educational commitments outlined above, the College has designed an educational format in which a student undergoes four phases in completing his education. These are: application and admission; orientation; educational pact development and implementation; and final assessment. As with the five competency areas, these phases tend to be conceptually distinguishable and operationally intermingled.

During the first phase, application and admission, the student receives written and oral information about the College and its educational structure. He submits transcripts and other descriptive material. He also is interviewed by the admissions staff and begins to work on his self-assessment in the various competency areas. This procedure helps him to determine where he is educationally and to assist the College in moving him into the orientation phase.

Following admission each student is assigned to an orientation group -- up to twenty to a group. Each group is led by a faculty member and meets four hours a week for three weeks. In addition to the group meetings, the student has at least one hour a week in private conference with his orientation leader. The tasks to be accomplished during orientation include: reading and discussing the materials supplied by the College outlining the nature of the educational process at MMSC and the rationale behind this process; the further elaboration of the self-assessment of competencies begun during admission; and the identification of the student's perceived educational needs.

Upon completion of orientation, each student is assigned to a permanent faculty advisor. His advisor is his primary contact point with the College, its programs and resources. The assignment to an advisor opens the educational

pact development and implementation phase of his relationship with the College. For up to six weeks (on the average) the student meets weekly with his advisor to organize his educational goals into a coherent plan of study. This plan is called his educational pact. It includes a written summary of his already achieved competencies, the educational goals he is pursuing, the teaching-learning strategies he intends to employ to achieve these goals, and the assessment techniques and instruments to be employed by the College to determine that the student has in fact achieved the goals and implemented the strategies contained in his pact.

It often happens that students are unable to draft an educational pact so early in their relationship with the College -- that they have not yet settled firmly on educational goals. In these instances, students can and do undertake various learning activities with faculty members, the principal aim of which is to assist the student in defining his goals. It is also very likely that students will modify their educational goals once they have begun to implement their pacts. The College is open to pact modification whenever a student initiates it.

Educational pact implementation takes many forms. A wide variety of learning strategies may be employed. While the College encourages students to develop methods especially useful for them and appropriate to their individual goals, the following are suggested as possible approaches:

1. A student may use programmed instruction materials in any of his areas of interest.
2. A student may study a topic independently, producing previously agreed-upon evidence, such as a written paper or an oral report, to the College for evaluation.

3. A student may participate in a variety of ways in community events which are interesting or useful to him: i.e., workshops, exhibits, concerts, lectures, plays, community action programs, etc.

4. A student may become involved in learning with other students who share similar interests. He may do this by selecting topics or groups organized by faculty members or organized by individual students.

5. To complement and employ his knowledge of the theoretical framework of a particular area or skill, a student may engage in a practicum, such as an internship.

The College rejects the position that students can learn only by means of college-sponsored or faculty-led activities. On the contrary, we believe that it is vital for students to take advantage of the rich array of learning opportunities which surround them in the metropolitan area. The students are encouraged to learn on-the-job, in the home, in the neighborhood, at play, etc. The College inventories formal and informal learning opportunities for students, calling the attention of students to these opportunities through a variety of communciation linkages. The College position, as noted above, is that it is less important to determine when, where, how, and from whom a student learns, and more important to make it possible for him to learn. We recognize that different people learn in different ways and encourage students to find out how best they learn and to concentrate on those techniques which are of greatest assistance to them.

We have no terms, quarters, or semesters. Each learning experience operates on its own calendar. No student may be required to participate in any particular learning experience -- nor indeed may any student be required to use college-sponsored learning activities at all. In general, students implement their educational pacts by negotiating contracts for units of study with full-time and community faculty members. Each of these competency unit contracts is a part of the student's strategy for achieving a desired level of competency of the five competency areas.

For those students who do not follow the competency based educational pattern with which the College first confronts them, the educational pact development and implementation phase takes whatever form is appropriate for the individual's own program of study. Upon completion of the contract an evaluation of work done and progress made is filed by the student and the appropriate faculty member. The advisor, of course, assists the student in identifying those learning resources -- college-sponsored or otherwise -- and those full-time and community faculty members likely to be of greatest assistance to him in completing his educational pact. Community faculty members, as mentioned, are paid for competency contracts satisfactorily completed and not for time and effort expended.

When the student and his advisor conclude the student has fulfilled the conditions -- the goals -- contained in the student's educational pact, the student begins to develop a draft of his narrative transcript, incorporating his pact, any competency contracts he has completed, and whatever assessment of him are on record. With this draft he and his advisor make application for his degree (or for certification, if he is not seeking a degree) to the Vice President. The Vice President appoints a Final Assessment Committee

to review the student's draft narrative transcript to determine whether or not the student has completed the terms of his educational pact. The committee prepares a final version of the transcript, including its written assessment of the student. Upon approval of the FAC, the student is eligible for his degree or certificate. If the FAC determines that the student has not fulfilled the terms of his pact, the student may continue his relationship with the College until a FAC is satisfied. It is also possible for a student (or a faculty member) to appeal the decision of a FAC.

Each student moves through the College at his own pace. Some desire to complete educational pacts quickly in order to receive a degree which is useful in their work. Others want to spread out their work over a longer period of time. The entire educational format is geared to the needs of the individual. We believe this format demonstrates that the individualization of education is possible without increasing costs. Furthermore, the format stresses the development of students who are self-directed learners, willing and able to continue their education without formally affiliating with an educational institution.

College Governance

In the Minnesota State College System each college is required by the State College Board Governing Rules to have a constitution which provides for participation in college governance by all of the components of the college -- the faculty, the students, the support staff, and administrative officers. At MMSC we are completing work on what we refer to as our "interim" constitution -- this constitution is designed to serve the College until July 1975, by which time we expect to be ready to offer to the State College Board for its approval a permanent constitution.

Even as we are experimenting with the organization and content of education, we are also experimenting with the governance of the institution. Passing reference was made above to the existence of the College Assemby as the principal agency for college governance. All individuals associated with the college -- all faculty members, all students, all administrative officers, all support staff members, and all members of the College Association -- are members of the College Assembly, which meets quarterly. The agenda and rules of order for the Assembly are set by an Assembly Steering Committee which also includes representatives from each of the components. Both the Assembly and the Assembly Steering Committee are chaired by the President of the College.

In addition to the Assembly, the College is presently establishing three standing committees: educational policies, budget and finance, and community relations. In addition, we have established a task force on personnel policies which is to propose criteria for the annual evaluation of faculty members and administrative officers and recommend agencies to conduct the annual staff review. Representatives of all components will serve on all college committees and task forces. As noted, each professional

staff member will be evaluated annually in accordance with procedures which involve all components in the evaluation process. Thus full-time faculty will be scrutinized not just by faculty, but by students, the community faculty, the support staff, and community representatives. Moreover, it is not simply faculty who will be so evaluated, but also administrative officers, including the President.

To understand this governance system, it is important to appreciate the nature of the College Association. A new college has no alumni to support it. In addition, we believe it is vital to provide interested persons in the community with an opportunity to participate in the life of the College directly. For this reason we have established a College Association open to all individuals over the age of 18 who are not students, faculty members, administrative officers, or support staff members. In other words, any citizen of the community may join. By virtue of his membership in the Association, he is also a member of the College Assembly. We are actively soliciting membership in the Association among leading community citizens in all walks of life. We have already decided that the task force developing personnel policies and the community relations committee will be chaired by members of the College Association. The Budget and Finance Committee will have four members of the Association on it, whereas only one member from each of the other components of the College will serve. In short, we are committed to a deep involvement of the community in the life of the College. And, of course, community involvement is also assured through the participation of individuals on the community faculty, which also is heavily represented in college governance agencies.

Meetings of all College committees, councils, administrative agencies, task forces, etc. are open -- open not only to members of the College community but open to anyone else who cares to observe. College records, except confidential personnel records, are also open for inspection by anyone interested. We have been especially eager to have members of the Legislature become fully informed about the affairs of the College, its educational strategies and programs, and its administrative problems and procedures.

We have been especially gratified that a number of legislators have become members of the community faculty. Other community faculty members include those serving on the staffs of legislative committees as well as individuals serving in the executive branch of state government.

Conclusions

As noted at the outset of this discussion, those of us associated with MMSC are enthusiastically optimistic about the College and convinced that its experience to date is transferable to other settings, particularly in the United States. Obviously we continue to encounter major obstacles in translating our ideas into reality. Let me conclude by noting some recommendations we might have to other states considering establishing such an institution.

While we have been extremely grateful to the State Legislature for appropriating even $300,000 to make possible MMSC, we would strongly urge that other states considering the establishment of such a college provide it with a larger funding base. In our judgment, we would have done a significantly better job had we received an appropriation of $500,000 for each year of the biennium. We were most fortunate in being able to attract non-state funds to carry on the enterprise. But we have every reason to believe a second or third such institution would not be so fortunate. Foundations and the federal government were interested in MMSC as an essentially pioneering venture. They would be less interested in supporting other ventures which could draw upon our experience.

It would be impossible to emphasize too heavily the importance of the staff in the development of such a new institution. Without the forceful and constant support of the members of the State College Board and of its Chancellor, no such enterprise could have survived in the State of Minnesota. And without an unusual group of men and women willing to take high risks in their own careers, the College could not have been created. Individuals committed to tinkering with the existing educational processes, rather than to fundamental reform, would have done much to insure our ultimate failure.

Those involved in creating similar institutions need to recognize that they have a major task in re-educating various publics to understand both the need for educational reform and the particular processes and institutions which are conducting it. Even those who are most likely to benefit from new educational enterprises are often extremely conservative. Not infrequently they assume that any institution designed specifically to serve their needs must have been designed by individuals who desire to keep them outside the mainstream of American life. Such conservatism cannot but hamper the development of a new institution.

It is also important to recognize that new institutions cannot function within the strictures established to control established institutions. Whatever may be the necessities for centralized administrative control in state government, such control cannot but frustrate individuals who have been charged with making major changes in the way higher education is organized and conducted. I would urge legislatures which are determined to establish alternative institutions to find ways to grant such institutions immunity to regulations and routines designed to control or hold accountable essentially old institutions. It is not that new institutions should not be held accountable. They should. But it is important to recognize that in higher education -- in society generally -- any new idea is certain to be subjected to incredibly careful scrutiny. The constituency supporting reform is a small one. Any mistakes, any misapplication of funds, made by a "reforming" institution are certain to be highlighted promptly. Thus there is no great danger involved if a struggling new enterprise is cut free from some of the limitations imposed on more traditional institutions. Once the enterprise is safely launched, it will be possible to design new systems of accountability or to incorporate the new institution within the framework of the old system.

Those of us responsible for MMSC find our approach to education exciting and satisfying. We see pitfalls. Implementation and design are not always compatible. The faculty, officers, and students of MMSC are conscious -- extremely conscious -- of the difficulties inherent in our approach to education. But the difficulties of competency assessment, educational and career advising, and the development of individual educational pacts with our students must not, we believe, inhibit the development of an educational process which validates formal education in demonstrable knowledge and skills, understanding, and values and attitudes, rather than credit hours, grade point averages, tuition, or even gross annual income.